

Unit 6 *Exciting destinations*

Overview

In this unit, students plan one-day tours to famous resort cities and write guidebook articles about them. In order to do so, they are encouraged to use outside references and write in a guidebook style.

This unit introduces the expository organizational mode of Process. It also trains the students in making suggestions and using more descriptive modifiers in order to write in a guidebook style. In the final lesson they will also learn how to write letters to tour bureaus to request information.

	Lesson	Focus	Estimated Time
1	A recent trip	Brainstorming	10–15 minutes
2	Guidebook style	Analyzing paragraphs	15–25 minutes
3	Making suggestions	Learning about organization	20–25 minutes
4	Researching a famous city	Prewriting	15–20 minutes
5	My itinerary	Prewriting	20–30 minutes
6	A guidebook article	Writing	60–90 minutes
7	Using modifiers	Editing	15–20 minutes
8	What do you think?	Giving feedback	30–40 minutes
	Option: Just for fun		50–60 minutes

Key points

- Encourage students to choose locations to write about that they would really like to visit someday. Monitor their choices to reduce redundancy and provide a wide variety of destinations.
- Consider grouping students who are working on the same cities, or by geographical area.
- Make sure students know how to format a reference and how to include their sources in the final composition.
- Sections can be skipped. A minimal set of lessons might include Lessons 4, 5, and 6. You can also save time by assigning some lessons as homework.

- 1
 - Read the instructions for Exercise 1 aloud.
 - Have students brainstorm to complete their lists.
 - Walk around the classroom, helping students as necessary.

- 2
 - Read instructions for Exercise 2 aloud.
 - Say, *Take a couple of minutes to review your list and decide which places and activities were the most memorable.*

- 3
 - Read the instructions for Exercise 3 aloud.
 - Have students compare travel experiences with a partner.

Optional activity

Class tour plans

On the board make two columns under these headings:

<i>Places I would like to visit</i>	<i>Things I would like to do there</i>
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Elicit ideas from the students to complete the class chart.

- 1
 - Read the instructions for Exercise 1 aloud.
 - Have students read the paragraph individually.
 - Call on individual students to read the paragraph aloud, sentence by sentence.
 - Have a student read the By the way box aloud.
 - Have students individually complete a–d. Walk around the classroom, helping students as necessary.

Answers

1. a. attention getter: Imagine standing under Big Ben or walking through Piccadilly Circus.
- b. topic sentence: To see as much as you can during your visit, you must plan your trip carefully.
- c. subtopics: gather information, make a list, look at a map, write down your travel plans
- d. first, next, after that, finally

- 2
 - Have students compare answers with a partner.
 - Go over answers as a whole class.

Optional activity

Scrambled paragraphs

Have students work in small groups. Each group should write a process paragraph using transition time expressions. Give each group enough pre-cut strips of paper to write each sentence of their paragraph on a separate strip, but tell them to leave a blank in place of the time expression. Have each group switch their strips with another group, and try to put the sentences in the original order. They should also guess the missing time expressions and write them in the blanks. When they finish, have them check their results against the original paragraphs.

- Call on a student to read the examples at the top of page 53 aloud.

- Read the instructions for Exercise 1 aloud.
- Call on a student to read the example and finish the sentence. Remind students that there are several options.
- Have students complete a–f individually.
- Go over answers as a whole class.

Answers

1. Answers will vary. Possible answers:
 - a. If you go to Paris, you must visit the Louvre.
 - b. While you're in Tokyo, you should visit Meiji Shrine.
 - c. While you're in Sydney, you might want to see Bondi Beach.
 - d. If you go to London, a visit to Buckingham Palace is a must.
 - e. While you're in Egypt, it's essential that you visit the Pyramids.

- f. If you go to New York, be sure not to miss Central Park.
- g. While you're in Peru, it would be a good idea to visit Machu Picchu.

2

- Have students write two suggestions. You may want to have them make one strong suggestion and one weaker one.

3

- Have students compare answers with a partner.
- Elicit answers from the class.

Optional activity**Recommendation list**

Say, What places should we suggest to visitors? Write a list of places on the board. Then call on students to make sentence suggestions.

- Read the instructions for Exercise 1 aloud.
- Allow students a couple of minutes to look over the map and indicate where they have been or would like to go.
- Elicit responses from the class. Say, *Where have you been? Where would you like to go?*
- Write two columns on the board:

<i>Places we've been</i>	<i>Places we'd like to go</i>
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- Write students' answers in the columns.

2

- Read the instructions for Exercise 2 aloud.
- Give students a few minutes to think about the city they chose.

3

- Bring in a variety of books and magazines for the students to use as resources.
- You may choose to send students to the library or to computers to do research. This can be completed in school or at home.

4

- Read the explanation in Exercise 4 aloud.

5

- Have students complete Exercise 5.
- Refer them to the examples in Exercise 4. You may choose to assign this exercise as homework.

- Read the instructions at the top of page 55 aloud. Call on students to read the questions.
- Elicit possible answers from students.
- You may want to model the task first by making an itinerary for your own city. Copy the itinerary chart onto the board. Call on students to help fill it in.
- Tell the students to write their own itinerary. Explain that they don't need to write a separate activity for each hour. Three major activities will be enough.
- If some students have chosen the same city, you may want to group them together and have them write different itineraries. You might even assign groups of students to the same cities for this purpose.
- Walk around the classroom, helping students as necessary.

Answers

Answers will vary. Possible answer:
Itinerary: Banff, in Alberta, Canada

- 7:00 Have breakfast at the Banff Springs Hotel and enjoy a great view of the Rocky Mountains.
8:00 Play a round of golf.
11:00 Ride the Sulphur Mountain Gondola – about a 10–15 minute trip on the gondola to the top of Sulphur Mountain.

- 12:00 Walk to the top of the mountain (about 30 minutes) and have lunch while enjoying a spectacular view of the mountains.
2:00 Visit the Cave and Basin National Historic Site to see the “birthplace” of Banff National Park.
3:00 Go shopping in the little shops on Banff Avenue.
5:00 Go to Banff Upper Hot Springs and bathe in natural hot springs.
8:00 Have dinner at Le Beaujolais, one of the best restaurants in Canada.
10:00 Go back to the Banff Springs Hotel and have a hot chocolate in their beautiful lounge.

Optional activity**School tour**

Write on the board: *Itinerary*. Ask students to help you write an itinerary for a visitor to your school. Begin with the school's starting time. Elicit suggestions from students and write them on the board. Remind students to use the language for making suggestions they learned in Lesson 3.

- Read the instructions for Exercise 1 aloud.
- Have students read the composition individually.
- Call on students to read the composition aloud.
- Have students complete a and b individually. Walk around the classroom, helping students as necessary.
- Go over answers as a whole class.

Answers

1. a. attention getter: Can you visit Las Vegas and not gamble? Absolutely!
main idea: Here's a one-day tour in which you won't enter a casino even once.
guide: You'll start the day with a visit to a unique shopping center, then go to a first-class restaurant, and finally end the tour next to a sinking ship.
b. Answers will vary. Possible answers: visiting the Louvre, eating gourmet food, shopping

2

- Read the instructions for Exercise 2 aloud.
- Have students complete their introductory paragraph in the space provided.

Answers

2. Answers will vary. Possible answers:
You have only one day to see Paris! Where will you go? Our experts will tell you. They suggest you see the world's most famous museum, sample France's delicious gourmet food, and shop for souvenirs or fashionable clothing.

3

- Read the instructions for Exercise 3 aloud.
- Have students write their topic sentences.

4

- Tell students to write their article on a separate piece of lined paper, skipping lines. Walk around the classroom, helping students as necessary.

5

- Have a student read the Self-editing checklist aloud.
- Give students about five minutes to review their composition and complete the checklist.

Lesson 7

Using modifiers

page 58

Editing

- Call on a student to read the information and examples at the top of page 58.

- Read the instructions for Exercise 1 aloud. Review the vocabulary as needed.
- Have students work with a partner or in small groups to complete the exercise. Walk around the classroom, helping students as necessary.
- Go over answers as a whole class.

Answers

1. Answers will vary. Possible answers:
- a. New York City is known for its dramatic skyline.
 - b. Busy people walk down the bustling streets.
 - c. Exotic shops in Chinatown sell appetizing foods.
 - d. Tourists love the breathtaking view from the top of the World Trade Center.
 - e. Riding New York's affordable subway is an adventure in itself.
 - f. The exciting nightlife is famous all over the world.

2

- Have students rewrite three sentences from their composition using modifiers.

Optional activity

Using a thesaurus

Obtain several copies of a thesaurus. In groups, have students write the two headings *great* and *terrible* on a piece of paper. Then have them use a thesaurus to find ten other words with the same meanings. Tell them to write the words in the columns. Elicit examples from the class and write them on the board. You may want to ask students to use the words in sentences.

- Read the instructions for Exercise 1 aloud.
- Have students exchange their compositions and complete a and b individually. The group members do not need to agree with one another on their answers.
- Elicit responses from the class.

Answers

Answers will vary. Possible answers:

1. a. Mariko's uses the best guidebook style. She makes Chicago sound very exciting.
- b. I think the Kuala Lumpur tour sounds the most interesting because the food sounds delicious and I'd like to see the world's tallest buildings.

Answers

2. Answers will vary. Possible answers:
Greetings from New York City!
We've just spent an amazing day in the Big Apple! First we visited the Statue of Liberty. We climbed all the way up. What a view! Then, we went to Ellis Island to see where U.S. immigrants used to first arrive. After that we went to South Street Seaport, where we had a delicious seafood dinner. Tomorrow we're going to some interesting museums. Wish you were here!
Love,
Jane

Optional activity**Tour-agency role play**

Group the students by cities in geographical areas. Each group will be a tour agency selling tours to that area. Have them brief each other on their tours, decide prices for each, and make signs or posters for their company. Then set up the tour companies around the classroom. Have half the students run their companies, while the other half act as customers, walking around and signing up for tours. After 15–20 minutes, have them switch roles.

- Have individual students take turns reading the information and examples at the top of page 60.

- Read the instructions and questions for Exercise 1 aloud.
- Call on individual students to read the letter.

Answers

1. Hee-Sung lives in San Francisco now. He wants to visit Seattle.

2

- Read the instructions for Exercise 2 aloud. Have students write a rough draft of their letter in class. They should type it or copy it neatly.
- You may want to read the letters before the students send them.

3

- Review proper envelope addressing. Have students address their envelope and send their letter.
- Display any responses that students receive.